

# Journal of Applied Christian Leadership

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Volume 6 | Number 1

Article 23

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2012

## Competency-Based Leadership Development for Emerging Christian Camp Leaders in North American Christian Camping [Dissertation Notice]

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### Recommended Citation

Lee, J. (2012) "Competency-Based Leadership Development for Emerging Christian Camp Leaders in North American Christian Camping [Dissertation Notice]," *Journal of Applied Christian Leadership*: Vol. 6: No. 1, 102-102.  
Available at: <https://digitalcommons.andrews.edu/jacl/vol6/iss1/23>

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**Lee, J. (2011). *Competency-based leadership development for emerging Christian camp leaders in North American Christian camping*. Ph.D., Biola University.**

The purpose of this study was to investigate the role of competency-based leadership development programs for camp leaders in North American Christian camping. In order to establish a competency-based leadership development program for emerging camp professionals, the review of literature focused on the technical definition for the term “competency,” which breaks down to three main components: knowledge, skills, and attitude. From the relevant literature in the fields of business management, teacher education, recreation, park, and outdoor education, the fundamental components of competency-based educational programs for leadership development were identified. The leadership competency cube model was adapted with three categories (professional, organizational, and cultural) at three leadership levels (entry, mid, and top), and six core leadership competencies (professionalism, professionalization, organizational learning, learning organization, cultural awareness, and organizational culture change) in two leadership dimensions (individual and institutional).

**Palmer, M. D. (2011). *Faculty perceptions of organizational leadership at Christian colleges and universities with missions of servant leadership*. Ph.D., Dallas Baptist University.**

This study examined differences in faculty perceptions of organizational leadership at Christian institutions with servant leadership missions. Faculty members’ perceptions were

evaluated based on the independent variables of employment status (full- or part-time/adjunct), number of years employed at the institution, and whether they attended an orientation about mission. A sample of 860 faculty members from 11 institutions participated in the online Organizational Leadership Assessment (OLA), which measures the servant leadership dimensions of Values People, Develops People, Builds Community, Displays Authenticity, Provides Leadership, Shares Leadership, and an overall score.

**Sholes, J. R. I. (2010). *Do Christian college students develop into more ethical leaders? An evaluation of moral development and transformational leadership*. Ph.D., Capella University.**

This quantitative study used the Defining Issues Test-2 (DIT-2) and the Multifactor Leadership Questionnaire (MLQ) to evaluate the relationship between transactional/transformational leadership qualities and moral development within a population of higher education students at a Protestant Christian liberal arts college. This study considered the idea that transformational leadership is the morally highest ideal level of leadership. It also considered the impact that the higher education experience has on student moral development. Students attending a Protestant Christian liberal arts college in the South were surveyed. The finding that there is no statistically significant relationship between transactional/transformational leadership and moral development within this population is similar to that of other studies. However, the information and values that were gained from this research has provided several areas for further research opportunities.